

**Adelphi University  
School of Education**

**Office of School and Community Partnerships**

**Participant Observer Handbook**

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## **BETWEEN TEACHER AND CHILD**

I have come to a frightening conclusion.  
I am the decisive element in the classroom.  
It is my personal approach that creates the climate.  
It is my daily mood that makes the weather.  
As a teacher I possess tremendous power to  
Make a child's life miserable or joyous.  
I can be a tool of torture or an instrument of inspiration.  
I can humiliate or humor, hurt or heal.  
In all situations it is my response that decides  
Whether a crisis will be escalated or de-escalated,  
And a child humanized or de-humanized.

**Dr. Haim Ginott**  
**Between Teacher & Child**

## OFFICE OF SCHOOL COMMUNITY PARTNERSHIPS

The Office of School Community Partnerships coordinates all field placements for Adelphi University. If you need more information or have questions or concerns, please feel free to contact a member of the department:

The office is located in Room 111, Harvey Hall.

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# THE PARTICIPANT OBSERVER EXPERIENCE

## ***What You Need to Know:***

The following pages give you information that is important for you to know as you begin your field experience as a participant observer. Please read this information carefully as it details the New York State and Adelphi mandates concerning field experience as well as the courses which require field work and the number of hours required. Also included is information about how to apply for placement as a participant observer and special programs that are available for you.

## ***New York State Mandates***

New York State Education Department (NYSED) recently mandated that students seeking their first certification to teach are required to complete a minimum of 100 hours of field experience linked to coursework and completed before student teaching. The 100-hour NYSED requirement applies to all students who graduate after December, 2003.

Additionally, participant observation placements and student teaching should, as per State regulations:

“Provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio economically disadvantaged students, students who are English language learners, and students with disabilities.” (NYSED [52.21 (b)(2)(ii)(c)(2)(i) (D)])

## ***Adelphi Mandates and Recommendations***

All Adelphi education majors are required to **complete a minimum of 100 hours of field work** as part of their unit of study. Specific requirements will vary depending on the course you are taking. Fieldwork is required with all methods courses and usually requires a minimum of 25 hours of field work per course. Courses are normally blocked to require a minimum of 50 hours of field work during the two semesters preceding the student teaching experience.

Field experience fills the gap between theory and practice. Most students feel this is the most important part of their learning experience. Most professional educators believe that teacher candidates need more field experience beyond the required hours. Therefore, the Office of School Community Partnerships recommends you spend as many hours as possible in a school setting. **We encourage a minimum of 100 hours per semester prior to student teaching.**

Students who wish to get a comprehensive experience can apply to participate in our Adelphi University Model Program. These teacher candidates spend a minimum of 100 hours in the same school or district during the semester immediately preceding student teaching and then continue their experience in the same school/district for student teaching. In choosing this kind of placement, participant observers are able to spend two semesters with the same teacher mentor(s). This comprehensive experience gives the teacher candidate more opportunities to develop proficiencies in the areas of teaching and learning prior to student teaching and provides a stronger student teaching experience.

## ***Field Experience***

During the course of your Adelphi University program in teacher education, you will visit local area schools to enhance your knowledge of the teaching and learning process as a participant observer. The participant observer experience is designed to provide an introductory classroom experience in the area of certification. The experience provides pre-student teaching teacher candidates the opportunity to examine the student-teacher relationship and the role of teacher within the context of the classroom, school, and community with an emphasis on the level of certification. During this experience students will observe, gather and analyze data, assist, co-teach, work one on one with a student or with small groups, design lessons, and assess student performance.

## ***Fieldwork Hours and Your Field Experience***

The School of Education expects you to complete your fieldwork at sites arranged in conjunction with your course work. In order to secure your placement you must file an application for fieldwork the semester before a field placement is required. You may not freelance your field experience at a school of your choosing; formal arrangements must be made for your presence in any school. .

Many courses have a specific fieldwork requirement explained in the syllabus. You are responsible for documenting all your field experiences. You must, therefore, keep a log of your visits. Consult the Appendix for the appropriate form to be used to log hours. You may document all productive time spent at the school site to satisfy the 100 hour requirement. Besides work in the classroom, typical experiences may include: observation in other classrooms, interaction with students and staff outside the classroom, study hall/cafeteria/hall duty. Your fieldwork time log must be submitted to your professor at the conclusion of your field experience. **Since fieldwork is an integral part of your grade, failure to submit your field work log to your professor will result in a failure for the course.**

## ***Professional Behavior***

The School of Education expects you to conform to professional behavior in all your interactions with area schools. You exhibit professional behavior when you

- *Dress appropriately.* No jeans, no revealing clothing, no extremely casual wear. You do not have to purchase a new wardrobe, but you do need to wear comfortable, clean professional attire (shirt and tie for men, dress, skirt/pants and appropriate top for women).
- *Follow school procedures.* Learn such information as where to sign in, sign in times, where to park, what to do during fire/emergency drills. Find out if your teacher mentor has specific expectations for you.
- *Observe the confidentiality of professional relationships* with administrators, parents, teachers, and students. Do not gossip about students or other teachers. It is unprofessional to comment about students or teachers in the faculty room, the cafeteria, the hall or in the community at large.
- *Understand the teacher's legal obligations:* a teacher is legally responsible for students and curriculum.
- *Check with your teacher before deviating from the field experience arrangements* drawn up for you. Do not simply drop in on any teacher's classroom to observe or decide that you are doing something other than what was assigned you.
- *Make sure to notify your teacher mentor if you are going to be absent.*

In addition to these expectations, every teacher candidate is expected to adhere to both the New York State Code of Ethics and the Adelphi University Code of Conduct. You will find more information about these documents and a required "Teacher Candidate Contract" later in this document. You must sign and return the contract within one month of receiving this document.

## ***Other Thoughts***

Schools are dynamic environments, and repeated visits to the same class present valuable opportunities for professional growth. Observation should be a very active exercise, going far beyond a simple focus on the teacher. Take advantage of the opportunity to work one on one with a student or in small groups. It is strongly suggested that you take notes about everything you see, hear, and think about. Your notes form the substance of your journal and perhaps the basis of assignments in your courses. Take time to reflect on what you observe both in and out of the classroom. Be alert to the opportunities presented to you as these opportunities will help you make a smooth, meaningful transition to student teaching. Use the Pathwise rubrics and the observation guide in this handbook to guide your focus.



# CURRICULUM AND INSTRUCTION FIELD PARTICIPATION

The Department of Curriculum and Instruction has organized its graduate degree programs into sequences of courses that will, for full-time students, take two years to complete. In most cases, required field hours have been packaged into 50 hour units in one semester. In such cases, one placement accommodates the requirements for at least two courses that are taken concurrently. In addition, grade levels must be organized into two units. For instance, Childhood Education majors must have field work that covers both 1-3 and 4-6 levels. Adolescence Education majors should cover 7-9 and 10-12; Art Education and TESOL majors should cover 1-6 and 7-12. Please note that the requirements for Early Childhood majors. are distinct.

## ART EDUCATION

### First Unit

0803-509 Artistic Development Across the Lifespan  
0810-710 Childhood Management (1-6) **OR**  
0810-71 Managing Inclusive Environments (new 7-12 course)

**The combined 50-hour placement should be either a 1-6 or 7-12 art class with inclusion students depending on which grade-level special education course is chosen.**

### Second Unit

0803-510 Instruction and Assessment in the Visual Arts

**The entire 50 hours is for this course and should be in an art classroom in a grade level different from unit one placement.**

## CHILDHOOD EDUCATION

### First Unit

0802-625 Approaches to Teaching Literacy  
0807-700 Social Studies and Critical Literacy

**The combined 50-hour placement should be in either a 1-3 or 4-6 classroom.**

### Second Unit

0807-710 Math and Technology  
0807-720 Science and Technology  
Special Needs Elective (optional for part-time students)

**The combined 50-hour placement should be in an inclusive classroom in the grade level different from unit one placement.**

## EARLY CHILDHOOD

*Field Experience Courses for Pre-Service Program (EPC):*

EEC 810-600 Introduction to Special Education 15 hours

**Placement should be in a Special Education Setting. Please note that these 15 hours do not count toward the 100-hour requirement.**

ELY 802-625 Approaches to Teaching Literacy 25 hours

EYC 814-710 Development of Mathematical Thinking 15 hours

EYC 814-720 Science & Technology in EC Setting 15 hours

EYC 814-800 Field Experience & Classroom Management 45 hours  
for Pre-Service Teachers

**Placement should be in Pre-K (or Nursery), Kindergarten, First or Second Grade Only . See EC Program Handbook for further explanation.**

Field Experience Courses for In-Service & Adv. Cert. programs (ECV & EAC):

EYC 814-801      Field Experiences & Classroom Management    50 hours

**Placement should be in Pre-K (or Nursery), Kindergarten, First or Second Grade Only . See EC Program Handbook for further explanation.**

### **EARLY CHILDHOOD SPECIAL EDUCATION**

Students need to accumulate a minimum of 12.5 hours of field observation/participation in each of your ECSE courses. One experience should include children in the lower economic range.

ECS 600      (Cycle 1)

Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers

*Birth thru 2-11, center-based*

ECS 610 (Cycle 2)

Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs

*Birth thru 2-11, home-based*

ECS 620 (Cycle 1)

Introduction to Inclusive Early Childhood Special Education: Preschool thru Primary  
*Preschool, K or 1<sup>st</sup>/2<sup>nd</sup> grade classroom*

ECS 700 (Cycle 3)

Authentic Infant & Early Childhood Identification, Assessment and Progress Evaluation

*Birth thru 2-11, Preschool, K or 1<sup>st</sup>/2<sup>nd</sup> grade setting*

ECS 710 (Cycle 2)

Inclusive Curriculum, Methods & Teaming for Infants and Young Children with Disabilities

*Inclusive setting (birth- grade 2)*

ECS 720 (Cycle 3)

Applied Behavioral Analysis and Positive Behavioral Support: Self, Individual and Group Management in Early Childhood

*ABA program setting (birth thru grade 2)*

It is your responsibility to arrange your fieldwork observation/participation placements. A list of potential sites will be available to you at the start of each course. All fieldwork observation/participation placements for EI and pre-school must be coordinated through Professor Dori Phalen. OSCP will coordinate K-2 placements.

## **ENGLISH EDUCATION**

### First Unit

0809-603 The Adolescent Experience

0810-711 Managing Inclusive Environments (7-12)

**The combined 50-hour placement should be in a 7-9 or 10-12 English class with inclusive students.**

### Second Unit

Instruction and Assessment in English Education

**The entire 50 hours should be in an English classroom in level different from unit one placement.**

## **MATH EDUCATION**

### First Unit

0809-603 The Adolescent Experience

0810-711 Managing Inclusive Environments (7-12)

**The combined 50-hour placement should be in a 7-9 or 10-12 math classroom with inclusive students.**

### Second Unit

0809-513 Instruction and Assessment in Math Education

0809-613 Secondary Math Content, Pedagogy and Assessment: Learning from Master Teachers

**The combined 50-hour placement should be in a math classroom in level different from unit one placement.**

## **SCIENCE EDUCATION**

### First Unit

0809-603 The Adolescent Experience

0810-711 Managing Inclusive Environments (7-12)

**The combined 50-hour placement should be in a 7-9 or 10-12 science classroom with inclusive students (earth science, biology, chemistry, physics, depending on candidate's content area).**

### Second Unit

0809-517 Instruction and Assessment in Science Education

0809-617 Secondary Science Content, Pedagogy and Assessment: Learning from Master Teachers

**The combined 50-hour placement should be in a science classroom in level different from unit one placement (earth science, biology, chemistry, physics, depending on candidate's content area).**

## **SOCIAL STUDIES EDUCATION**

### First Unit

0809-603 The Adolescent Experience

0809-518 Instruction and Assessment in Social Studies Education

**The combined 50-hour placement should be in a 7-9 or 10-12 social studies classroom.**

## Second Unit

0809-618 Secondary Social Studies Content, Pedagogy and Assessment:  
Learning from Master Teachers

0810-711 Managing Inclusive Environments (7-12)

**The combined 50-hour placement should be in an inclusive social studies classroom in level different from unit one placement.**

## **TESOL**

### First Unit

0804-601 TESOL 1: Dev. Literacy and Language Arts Skills in the ESL Classroom

0804-600 Foundations of Bilingual and Multicultural Education: Theory/Practice

**The combined 50-hour placement should be in a TESOL classroom in either a 7-9 or 10-12 grade level.**

### Second Unit

0804-602 TESOL 2: Developing Literacy and Technology Skills in Content Areas

0810-710 Classroom Management (1-6) OR

0810-711 Managing Inclusive Environments (7-12)

**The combined 50-hour placement should be in a TESOL classroom at the grade level of the special education course chosen, and in an inclusive setting.**

## **STEP**

### **Adolescence**

0809-511 Instruction and Assessment in English Education 25 hours

0809-513 Instruction and Assessment in Mathematics 25 hours

0809-517 Instruction and Assessment in Science Education 25 hours

0809-518 Instruction and Assessment in Social Studies 25 hours

0836-305 The Child with Special Needs 25 hours

0810-560 Managing Inclusive Environments 25 hours

0836-580 Service Learning and Composition 25 hours

### **Childhood**

0836-305 The Child with Special Needs 25 hours

0836-401 Teaching and Learning Literacy I 25 hours

0836-402 Teaching and Learning Social Studies 25 hours

0836-403 Teaching and Learning Math 25 hours

0836-404 Teaching and Learning Science 25 hours

0836-405 Teaching and Learning Literacy II 25 hours

### **Special Education;**

EEC 600 Introduction to Special Education 15 hours

EEC700 Families, Cultures and Learning 10 hours

ECH720 Social Studies & Critical Literacy in Childhood Education 25 hours

ELY625 Approaches to Teaching Literacy 25 hours

ELY630 Literacy for the Exceptional Child 25 hours

EEC710 Classroom Management 25 hours

EEC740 Math & Science Education for Special Education Students 25 hours

EEC750 Methods of Instruction 25 hours

# FIELD PLACEMENT

## ***Applying to be a Participant Observer***

The School of Education expects you to complete your fieldwork at sites arranged in conjunction with your course work. **Evidence of the completion of field work is required to pass the course. Documentation of that evidence is to be submitted to your professor before the end of the semester.**

In order to secure your placement you must file an application for fieldwork the semester before a field placement is required. You may not freelance your field experience at a school of your choosing; formal arrangements must be made for your presence in any school. If you have a special situation, difficulty or request for special placement concerning the field placement consult with the Office of School and Community Partnerships, Roellyn Armstrong Room 122, Harvey Hall, 877-4068.

## ***Special Programs for Participant Observations***

In the semester just prior to student teaching you can apply to observe as a participant in Adelphi's **Model** program. If you elect to participate in this program you will be placed in a partnering district with Adelphi for **both your field work and your student teaching**. The field work will provide you with an opportunity to work with one or two mentors for 100 hrs over the course of a semester. You will remain with the same mentors for your student teaching experience. Applications for this program are in the appendix. **You must apply for this program one year before you student teach.**

## ***Documenting Your Experience***

Many courses have specific fieldwork requirements explained in the syllabus. You are responsible for completing the expected assignments as well as documenting all your field experiences. In addition to course assignments and field experience documentation (see Expectations for Participant Observers), you must keep a log of your hours within the school setting. **Consult the Appendix for the appropriate form to be used to log your hours.**

# ADELPHI UNIVERSITY

## SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

### *Philosophy, Purposes and Goals*

The Adelphi University School of Education's mission, philosophy, and curricula focus upon the following two fundamental questions:

- 1) *What are our values? What do we cherish most in life and thereby in education?*
- 2) *What skills, understandings (knowledge), and dispositions should our teacher education graduates possess?*

These questions are based upon our belief that values form the foundation of any philosophy of education. Values translate into educational goals and purposes which in turn may be conceived in terms of the characteristics of the teacher candidates we graduate. Based upon an intensive exploration and discussion of these two fundamental questions the faculty articulated and agreed upon the following:

### **Core Values**

The Adelphi University School of Education advocates the following **values**:

- |                       |                       |                           |
|-----------------------|-----------------------|---------------------------|
| * Scholarship         | * Social Justice      | * Wellness                |
| * Reflective Practice | * Inclusive Community | * Creativity and the Arts |

Our core values determine our ***Purpose and Goals***.

#### • **Scholarship:**

We believe teachers must be scholars who value and engage in life-long learning.

#### • **Reflective Practice:**

We understand the learning process as a fluid, complex, and dialogical process. Our educational philosophy stresses the value of learning through meaningful activity and reflection within a community of scholars/educators.

#### • **Social Justice:**

We recognize learning as a sociocultural dynamic and, therefore, seek to frame our learning and service within the cultural, historical, and material contexts of the diverse populations of the New York metropolitan area. Educators must be aware of the ways schools may reproduce hierarchies based on race, class, gender, and sexuality. Awareness should lead to action, as teachers embrace their roles as student advocates and active community members.

- **Inclusive Community:**

Our conception of learning as a sociocultural dynamic leads us to a philosophy that embraces community and collaboration. Democratic, collaborative learning communities that welcome diversity and honor the voices of all hold the most promise for individual as well as organizational progress.

- **Wellness:**

Our conception of learning is holistic. That is, we believe values and personal growth in the physical, mental, social, emotional, and spiritual domains, as well as skills and knowledge, should be nurtured.

- **Creativity and the Arts:**

In line with our emphasis on holistic education is our belief in the value of creative expression and artistic exploration to personal and professional growth. Creativity and vision are inherent in our conception of the good teacher. The creative process allows us to reflect on our world as well as envision ways of making it more humane, just, and beautiful.

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These goals are conceived and presented as broad ideals to strive for rather than as fixed destinations. We acknowledge that, whereas teacher candidates and clinical candidates may show variation in achieving these goals, the process of achievement is at the heart of their educational journey. These values and goals pertain to the liberal and professional education of teacher candidates and professional practitioners in allied fields.

# PROFESSIONAL BEHAVIOR EXPECTATIONS

## ***Participant Observer Contract***

It is imperative that all teacher candidates understand the information contained in this chapter and agree to adhere to both the New York State Code of Ethics and Adelphi Code of Conduct. You are responsible to sign and return a copy of the “Participant Observer Contract” (see Appendix) to the Office of School and Community Partnerships **the semester prior to all field work experiences**. You may be removed from a placement if this contract is not returned.

The contract asks you to agree to the following:

1. You have read and understand the **Participant Observer Handbook**.
2. You will file for field placement one semester before you require the placement. You understand that if this is not done you may not be placed in a timely fashion.
3. You have read and understand the **New York State and Adelphi University Codes of Conduct** and agree to uphold the described appropriate behaviors.

A copy of the contract is included in the appendix of this handbook. Additional copies are available from the Office of School and Community Partnerships. You must provide all of the information required on the form and submit it to the Field Placement Adjunct, Room 114, Harvey Hall within a month after receiving this handbook.

The New York State Code of Ethics and the Adelphi School of Education Code of Conduct are included on the following pages.



## ***New York State Code of Ethics for Educators***

### **Statement of Purpose**

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

### **Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.**

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

### **Principle 2: Educators create, support, and maintain challenging learning environments for all.**

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

### **Principle 3: Educators commit to their own learning in order to develop their practice.**

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

**Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.**

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

**Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.**

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

**Principle 6: Educators advance the intellectual and ethical foundation of the learning community.**

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

# Adelphi University

## TEACHER CANDIDATE CODE OF CONDUCT

**The following behaviors are expected of teacher candidates:**

- Candidate demonstrates professional commitment in terms of knowledge, skills and dispositions necessary to help all students learn.
- Candidate prepares instructional materials such as lesson and unit plans in a timely manner.
- Candidate shows initiative as evidenced by her/his ability to prepare teacher made materials and to avoid the exclusive reliance on text or workbook activities.
- Candidate is open to suggestions from university supervisor, teacher mentor, or other professionals.
- Candidate reports regularly to school, reports lateness or absence to teacher mentor/school, and, when absent provides appropriate plans to ensure continuity of instruction.
- Candidate arrives to school on time and works within the time frame of the school day and the needs of the teacher mentor/class.
- Candidate establishes and maintains a professional relationship with adults/children in the school community.
- Candidate uses acceptable written/oral communication.
- Candidate is willing to assume teacher responsibilities beyond classroom instruction, such as preparing bulletin boards, lunchroom duty, hall duty.

**If these behaviors are not observed or are reported to be lacking, they will be addressed in the following manner:**

**Level 1:** At a special meeting with the University Supervisor, the teacher mentor, and the teacher candidate, a professional development plan and a timeline for implementation will be created in order to help the teacher candidate to remediate the unacceptable behavior(s). This special meeting may be initiated by any of the triad members.

**Level 2:** If the unacceptable behavior continues without improvement, a second meeting will be convened with the University Supervisor, the teacher candidate, a member of the Office of School and Community Partnerships, and the appropriate Adelphi department chair. At this meeting, a second professional development plan will be created in order to help the teacher candidate remediate the unacceptable behavior. At this time, the teacher candidate will be informed that s/he has a two week time period to remediate the behavior or be subject to removal from the classroom.

**Level 3:** Teacher candidate who has passed through levels 1 and 2 and has shown little or no improvement will be removed from the classroom and referred to the School of Education Conduct Committee for review and disposition.

**The following behaviors are deemed egregious. Any teacher candidate exhibiting any of these behaviors will proceed immediately to Level 3, i.e., immediate removal from the classroom and referral to the School of Education Code of Conduct Committee for review and disposition.**

- Using vulgar language or inappropriate contact with students/or colleagues.
- Hitting or otherwise touching a student in a violent manner.
- Insubordination, i.e., failure to do what is expected from school or university personnel.
- Substance abuse
- Dishonesty

## REQUIRED UNDERSTANDINGS

The following is information that you need to become familiar with before you begin any field work:

**The New York State Learning Standards** detail the skills and competencies that all students should know and be able to do. There are three different levels of competencies: elementary, intermediate and commencement (those which students should know and be able to do by the time they graduate from high school). These standards guide instruction at all grade levels and disciplines.

**The New York State Teacher Standards** detail the attributes and skills that teachers in New York State are expected to demonstrate. Although each district may have a different procedure and policy for teacher evaluation, the New York State Teaching Standards reflect the criteria contained in every district's Annual Professional Performance Review (policy which forms the basic structure for teacher and administrator evaluation).

**The Pathwise Components of Good Teaching** provides an outline of the components of good teaching that Charlotte Danielson developed in her book. *Enhancing Professional Practice: A Framework for Teaching* (1996). The Framework for Teaching reflects what research says about good teaching practice. Adelphi's School of Education has adopted the framework as a model for evaluating teacher candidate performance.

**Pathwise Rubrics** detail the qualities and attributes as well as levels of performance of a good teacher. They represent the rubrics on which you will be evaluated during your student teaching experience. These rubrics will be quite helpful in guiding your observation/participation.

### New York State Learning Standards

The Federal mandates of the No Child Left Behind legislation holds schools around the nation accountable for student success. Each state has established a set of standards and assessments to measure student success. New York State has adopted the New York State Learning Standards and Assessments. Students in every district are evaluated annually on how well they are meeting the standards. Schools are evaluated on how well their students perform on the state assessments which are based on the standards. By the year 2005-06, New York State school children will be tested annually in grades 3-8. In accordance with the No Child Left Behind legislation every school must show annual progress toward 100% success on these assessments.

All instruction in classrooms must support the New York State Learning Standards and assessments. The following lists comprise the standards for each discipline. For more information on how the standards impact the grade level(s) you will be working with visit: <http://www.nysatl.nysed.gov/standards.html>

# **New York State Learning Standards**

## **English Language Arts (ELA)**

Read, write, listen and speak for information and understanding  
Read, write, listen and speak for literary response and expression  
Read, write, listen and speak for critical analysis and evaluation  
Read, write, listen and speak for social interaction

## **Math, Science and Technology (MST)**

Use mathematical analysis, scientific inquiry, and engineering design to pose questions, seek answers, and develop solutions  
Access, generate, process, and transfer information using technologies  
Understand mathematics and become mathematically confident  
Understand and apply scientific concepts, principles, and theories, and recognize the historical development of ideas in science.  
Apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs  
Understand the relationships and common themes that connect MST and apply the themes to other areas of learning  
Apply the knowledge and thinking skills of MST to address real-life problems and make informed decisions

## **Social Studies**

Demonstrate understanding of the history of the United States and New York  
Demonstrate understanding of world history and examine history from a variety of perspectives  
Demonstrate understanding of the geography of the interdependent world in which we live  
Demonstrate understanding of how the United States and other societies develop economic systems  
Demonstrate understanding of governments, governmental systems, the Constitution, civic values, and the roles, rights and responsibilities of citizenship

## **Health, Physical Education, & Family and Consumer Sciences (HPEFCS)**

Maintain physical fitness, personal health & participate in physical activity  
Create and maintain a safe and healthy environment  
Manage their personal and community resources

## **Languages Other Than English (LOTE)**

Be able to use a language other than English for communication  
Develop cross-cultural skills and understandings

## **Career Development & Occupational Studies (CDOS)**

Be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

Demonstrate how academic knowledge and skills are applied in the workplace and other settings

Demonstrate mastery of the foundation workplace skills and competencies

Choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs

## **The Arts**

Create and perform in the arts and participate in various roles in the arts

Be knowledgeable about and make use of the arts materials and resources

Respond critically to a variety of works in the arts

Develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present

# **New York State Teaching Standards**

## **Teacher standards include the following:**

1. The teacher promotes the well-being of all students and helps them learn to their highest levels of achievement and independence, demonstrating an ability to form productive connections with students with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.
2. The teacher has a solid foundation in the arts and sciences, breadth and depth of knowledge of the subject to be taught, and understanding of subject matter pedagogy and curriculum development.
3. The teacher understands how students learn and develop.
4. The teacher effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including educational technology.
5. The teacher uses various types of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.
6. The teacher promotes parental involvement and collaborates effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.
7. The teacher maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment.
8. The teacher is of good moral character.



## ***Frameworks for Teaching***

Adelphi University has adopted the *Framework for Teaching* as the underlying document upon which all teacher candidates will be assessed. The *Framework for Teaching* represents years of research on what behaviors constitute good teaching. The research on teaching and the Framework were summarized by Charlotte Danielson in her book, *Enhancing Professional Practice: A Framework for Teaching* published by ASCD (1996). The Framework identifies four domains of good instructional practice: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Elements of good teaching practice are defined within each of the domains. The Educational Testing Service (ETS) has expanded Danielson's work to formalize the evaluation of teacher performance. Adelphi University is presently using the Pathwise Rubric as a baseline for discussing teaching performance. However, since the expectations in the rubric are appropriate for experienced teachers in the field, we have modified the rubric to make it more applicable to student teachers.

The Components of the Professional Practice rubric on the next pages summarizes Danielson's four domains and includes our revisions. Rubrics will be shared with students as part of their coursework

**ADELPHI UNIVERSITY SCHOOL OF EDUCATION**  
**Student Teaching Observation Rubric: Domain 1**

<b>Domain 1: Planning and Preparation</b>	<b>Unsatisfactory: Unacceptable</b>	<b>Basic: Novice Student Teacher</b>	<b>Proficient: Effective Student Teacher</b>	<b>Distinguished: Advanced Student Teacher</b>
<b>1a: Demonstrates Content Knowledge</b>	Student teacher displays little understanding of subject matter and makes no connection to other disciplines.	Student teacher has basic understanding of subject matter and makes some attempt to connect with other disciplines.	Student teacher has a solid understanding of subject matter and extends connections to other disciplines.	Student teacher has an extensive understanding of subject matter and makes meaningful connections to other disciplines.
<b>1b: Demonstrates Knowledge of Pedagogy</b>	Student teacher displays little understanding of pedagogical content knowledge and does not address students' misconceptions.	Student teacher displays partial understanding of pedagogical content knowledge and makes some attempt to address students' misconceptions.	Student teacher has solid knowledge of pedagogical content and anticipates most student misconceptions.	Student teacher has a comprehensive understanding of pedagogical content knowledge and consistently anticipates student misconceptions.
<b>1c: Plans with Knowledge of Students' Background, Skills, and Interests</b>	Student teacher does not use knowledge about student background, skills, and interests to plan lessons.	Student teacher attempts to use student information to plan activities.	Student teacher demonstrates knowledge of students and uses this information to plan appropriate activities.	Student teacher demonstrates thorough knowledge of students and consistently uses this information to plan engaging activities.
<b>1d: Selects Appropriate Instructional Goals</b>	Student teacher's instructional goals are inappropriate for student learning level and do not address standards.	Student teacher's instructional goals are appropriate some of the time. Standards are inconsistently addressed.	Student teacher's instructional goals are consistently appropriate. Standards are consistently incorporated.	Student teacher's instructional goals reflect high level learning and consistently incorporate standards.
<b>1e: Demonstrates Knowledge of Teaching Resources</b>	Student teacher is unaware of teaching resources available for whole class, small group, and individualized instruction.	Student teacher uses teaching resources sparingly.	Student teacher consistently makes use of teaching resources.	Student teacher makes use of a variety of teaching resources (e.g.: texts, visuals, internet) and seeks out new sources of material.
<b>1f: Designs Coherent Instruction</b>	Student teacher designs lessons/units which do not support instructional goals and do not contain a logical structure.	Student teacher's lessons/units are sometimes logical and some elements support instructional goals.	Student teacher lesson/unit design contains a logical structure and elements support instructional goals.	Student teacher's lesson/unit design is highly coherent and all elements support instructional goals.
<b>1g: Assesses Student Learning</b>	Student teacher's design lacks a plan for appropriate assessment.	Student teacher's assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Student teacher's assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Student teacher's assessment plan will yield quality information about students' understanding of stated goals, and student teacher consistently uses information to plan future lessons.

**ADELPHI UNIVERSITY SCHOOL OF EDUCATION**

**STUDENT TEACHING OBSERVATION RUBRIC: DOMAIN 2**

<b>Domain 2: Classroom Environment</b>	<b>Unsatisfactory: Unacceptable</b>	<b>Basic: Novice Student Teacher</b>	<b>Proficient: Effective Student Teacher</b>	<b>Distinguished: Advanced Student Teacher</b>
<b>2a: Creates an Environment of Respect and Rapport</b>	Classroom interactions are negative or inappropriate and characterized by conflict.	Classroom interactions are usually appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions are appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions reflect genuine warmth and caring and are respectful of the cultural and developmental differences among students.
<b>2b: Establishes High Expectations</b>	Student teacher has low expectations for student achievement.	Student teacher may have high expectations, but students do not clearly understand what is expected of them.	Student teacher has high expectations for student achievement; students frequently achieve at the expected level and often take pride in their work.	Student teacher has high expectations for student achievement; students consistently meet those expectations and take pride in their work.
<b>2c: Manages Classroom Procedures</b>	Instructional time is lost because classroom procedures are either nonexistent or inefficient.	Classroom procedures function unevenly or inconsistently.	Classroom procedures function smoothly most of the time.	Classroom procedures function smoothly because of teacher and student commitment.
<b>2d: Manages Student Behavior</b>	Standards of classroom behavior are not communicated, and student teacher does not respond to student misbehavior.	Standards of classroom behavior are applied inconsistently, and student teacher responses are not always successful.	Student teacher has established clear standards of behavior and responds appropriately.	Student teacher has established clear standards of behavior and is proactive in preventing student misbehavior.
<b>2e: Uses Physical Environment to Support Learning Activities</b>	Physical environment is unsafe/inaccessible and does not support learning.	Classroom environment is safe, but furniture arrangement presents accessibility issues and may not support learning.	Student teacher's classroom is safe, accessible, and supports learning.	Student teacher makes it a priority to use physical environment to support learning.

**ADELPHI UNIVERSITY SCHOOL OF EDUCATION**  
**Student Teaching Observation Rubric: Domain 3**

<b>Domain 3: Instruction</b>	<b>Unsatisfactory: Unacceptable</b>	<b>Basic: Novice Student Teacher</b>	<b>Proficient: Effective Student Teacher</b>	<b>Distinguished: Advanced Student Teacher</b>
<b>3a: Communicates Clearly and accurately</b>	Student teacher's oral and written communication is unclear, contains errors, or is inappropriate.	Student teacher's oral and written communication is appropriate, generally free from error, but may require further explanation.	Student teacher's oral and written communication is clear, appropriate, and accurate.	Student teacher's oral and written communication is clear and expressive, and consistently accurate.
<b>3b: Uses High-level, Open ended Questions</b>	Student teacher uses close-ended, low level questions that allow for little student discussion.	Student teacher uses high level, open-ended questions, and discussion techniques unevenly, which lead to moderate student discussion.	Student teacher uses high level, open-ended questions and discussion techniques, which lead to full student participation.	Student teacher encourages student inquiry by modeling and directly teaching how to create and use high level, open-ended questions to facilitate discussion.
<b>3c: Engages Students in Learning</b>	Student teacher does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Student teacher attempts but is minimally successful at intellectually engaging students because of inappropriate activities/ uneven lesson structure and implementation.	Student teacher is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually successful.	Student teacher is successful in intellectually engaging students because of appropriate activities and effective lesson structure and implementation.
<b>3d: Paces Instruction and Provides Closure</b>	Student teacher's pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Student teacher's pacing is uneven, and s/he does not always provide closure.	Student teacher's pacing is on target. and s/he brings closure to the lesson.	Student teacher consistently paces instruction and effectively provides closure to each lesson.
<b>3e: Provides Appropriate Feedback to Students</b>	Student teacher's feedback is negative and not timely. No attempt is made to make use of it in the learning process.	Student teacher's feedback is of uneven quality, inconsistently timed and minimally incorporated into the learning process.	Student teacher's feedback is timely and of consistently good quality, and incorporated into the learning process.	Student teacher's feedback is timely, consistent, of high quality and students make use of it in their learning.
<b>3f: Demonstrates Flexibility and Responsive-ness</b>	Student teacher proceeds with planned lesson in spite of evidence of student misunderstanding and assumes no responsibility for students' failure to understand.	Student teacher makes some attempt to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, questions and ensures that lesson objectives are met.

**ADELPHI UNIVERSITY SCHOOL OF EDUCATION**  
**Student Teaching Observation Rubric: Domain 4**

<b>Domain 4: Professional Responsibility</b>	<b>Unsatisfactory: Unacceptable</b>	<b>Basic: Novice Student Teacher</b>	<b>Proficient: Effective Student Teacher</b>	<b>Distinguished: Advanced Student Teacher</b>
<b>4a: Reflects on Teaching</b>	Student teacher does not attempt to reflect on his or her own performance.	Student teacher's self reflections rarely go beyond the surface, and s/he rarely applies reflection to practice.	Student teacher reflects thoughtfully and accurately and applies reflection to practice.	Student teacher reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
<b>4b: Reflects on Student Achievement</b>	Student teacher does not attempt to reflect on student achievement.	Student teacher begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Student teacher reflects on how his/her performance affects student achievement and attempts to use information to improve instruction.	Student teacher consistently reflects on how his/her performance affects student achievement and uses information to improve future instruction.
<b>4c: Provides Evidence of Student Achievement</b>	Student teacher provides no evidence of student achievement.	Student teacher provides a minimal range of quality evidence of student achievement and does not use information to improve instruction.	Student teacher provides an adequate range of quality evidence of student achievement and attempts to use information to improve instruction.	Student teacher provides a wide range of quality evidence of student achievement and uses information to improve instruction.
<b>4d: Accepts Constructive Feedback</b>	Student teacher is defensive about mentor and supervisor feedback and does not use information to improve performance.	Student teacher listens to mentor and supervisor feedback but does not use information to improve performance.	Student teacher accepts mentor and supervisor feedback and uses information to improve performance.	Student teacher seeks mentor and supervisor feedback and consistently incorporates information to improve performance.
<b>4e: Exhibits Professional Demeanor</b>	Student teacher exhibits unprofessional demeanor with regard to dress, language, etc.	Student teacher has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Student teacher exhibits professional demeanor with regard to dress, language, etc.	Student teacher is a role model for students and peers with regard to professional demeanor.
<b>4f: Exhibits Professional Responsibility</b>	Student teacher is not a responsible professional: exhibits poor attendance/lateness/disrespect for students, colleagues, parents, district.	Student teacher needs to be reminded of professional responsibilities, e.g. poor attendance/lateness/disrespect for students, colleagues, parents, district.	Student teacher exhibits professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues.	Student teacher is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues.
<b>4g: Works Cooperatively with Other Professionals</b>	Student teacher's relationships with colleagues are negative or insensitive. Student teacher does not participate in school activities	Student teacher's relationships with colleagues are cordial. Student teacher participates in school activities only when asked.	Student teacher maintains positive relationship with colleagues and seeks opportunities to participate in school activities.	Student teacher helps to build collaborative relationships with colleagues and makes contributions to school activities.

## **Application of Frameworks to Participant Observers**

As you go through your participant observer experiences you should consistently review the *Framework for Teaching*. The questions contained in the “Participant Observer Reflection Summary Form” will help you in that endeavor:

The questions contained in the form reflect each of the elements in each of the domains. They are listed below:

### **Planning and Preparation**

- What specific content points is the teacher trying to convey to the students? What instructional strategies are being used?
- How is this lesson developmentally appropriate for the age group/grade? How has the teacher organized students for instruction? Why?
- How does the teacher differentiate for special education students’ needs? How does the teacher differentiate for different learning styles/students of varying abilities?
- What NYS standards and performance indicators are addressed? What are the specific learning goals/objectives?
- What academic and human resources does the teacher incorporate into the lesson/unit? How does this lesson fit into a larger unit?
- Does the organization of the lesson flow smoothly? How are transitions handled?
- How does the teacher monitor whether students are learning during the lesson?
- What other assessment strategies are used during/after this lesson?

### **Classroom Environment**

- Is there an environment of respect and rapport in the classroom? How do you know? Describe teacher/student, student/teacher, and student/ student interactions. How are students’ cultural diversity addressed or honored?
- How does the teacher convey high expectations of all students and promote the love of learning and sense of inquiry?
- Does the classroom have established procedures that facilitate the distribution of materials, and students’ activity/movement? What are they? Do the students understand the procedures, or does the teacher repeat them before each activity? How are materials distributed or collected? What are students doing during this time?
- How are behavior expectations conveyed to the students in the class? What are the consequences of misbehavior/not adhering to the expectations?
- How is the classroom organized? Why? Is it safe? Does it facilitate learning and promote student time on task? Does the organization change based on the classroom activity?

## **Instruction**

- Does the teacher use proper English both verbally and in writing? Do the students understand the directions of the lesson/activity? Does the teacher convey information accurately and in a manner that promotes student understanding?
- Do the questions asked promote higher order thinking? Are there multiple answers that the students need to evaluate? Are students actively involved in discussing the information, asking additional questions/sharing additional information?
- What do the students do during the lesson? How are they involved? Are learning opportunities varied? Does the lesson flow smoothly, or is there some “down time” during transitions?
- Are the students given feedback on their work during/after the learning opportunity? What kind of feedback is given? When? Is the feedback specific and constructive? Explain.
- How does the teacher monitor student understanding during the learning opportunity? How does the teacher adjust the instructional plan, instructional strategies, assessments, learning goals during the lesson to meet student needs?

## **Professional Responsibility**

- How does the teacher evaluate the success of the learning opportunities for a given day/unit/project? How does s/he use this information to plan for future instruction?
- What additional knowledge or skills will you need to master before student teaching?
- How does the teacher maintain records? How are grades established and documented?
- Does the teacher have any additional commitments outside of the classroom?  
What other types of activities are teachers involved with in the school? In the district? In the community?
- What kinds of professional development activities take place in the school? In the district? What are the “hot topics”? What do teachers want to learn more about? What topics are being promoted by the school principal or district?
- Remember your dress and language skills are paramount in your presentation and determine how others in the field view your candidacy. Notice how professionals in the field speak with children, each other, parents and supervisors. How can you improve your personal presentation to appear more professional?
- How would you deal with a situation where someone was discussing your child or you in an unauthorized group setting?

# EXPECTATIONS FOR PARTICIPANT OBSERVERS

## ***Get Organized***

Before you start your participant observer experience, decide how you will be collecting information and what you need to know. You will need some way to keep track of your schedule and document your hours, a method and “notebook” or journal for note-taking, a folder or portfolio for collecting documents and information. It is recommended that you have a checklist readily available. They include things like a copy of the NYS Standards for reference, guidelines for what you should be observing, reflection sheets to focus your thinking as you work, a copy of Bloom’s Taxonomy so you can analyze the levels of student engagement you witness, and other pertinent documents that will remind you of what you need to know and be able to do in the classroom environment.

## ***Getting to Know the Environment***

Before you begin your participant observation, learn as much as you can about the school and the school district to which you are assigned. Most districts/schools have websites where you can get information. Often teachers have their own website for their class. You can always talk to people in the community or go to the local library. Drive through the community. If you can, go on-line to find and read the mission statement of the school. Does the school focus on technology, differentiation, reading, writing or integrating content areas?

When you get to the school, take a tour of the building, meet the building administrators and as many of the support staff as you can. Visit the library, technology rooms/labs, and cafeteria.

## ***Observation, Discussion and Analysis***

When first observing in a classroom or school situation, you should identify your focus. The “*Suggested Guidelines for Observing*” information below offers some helpful suggestions. Do not attempt to observe all of the areas or all of the specific items at one time. Pick one or two subtopics, i.e. questioning and teacher/student interaction, and focus only on that topic. The next time, choose a different topic.

Having a focus will help you collect valuable data to document in your notebook or journal. Discuss what you see with the teacher mentor and then analyze what you have discovered in your reflections. The questions in the “*Participant Observer Reflection Summary Form*” should be used to guide your reflections. Again, relate your reflection to the area of focus you choose to observe on a particular occasion. Do not attempt to answer all of the questions.



## ***Suggested Guidelines for Observing***

### **FOCUS ON THE ORGANIZATION OF THE CLASSROOM**

#### Physical Arrangement

Seating arrangement  
Location of the materials  
Use of bulletin boards and learning centers  
Utilization of open space

How learning is facilitated/hindered by the room arrangement?  
How is the room made appealing and stimulating?

#### Routines

Beginning of day/period - arrival, attendance, lunch count, money collections, opening exercises  
Bathroom and hall pass procedures  
Homework

Distribution and collection of materials  
Student jobs and responsibilities  
Ending of day/period- dismissal

#### Transitions

Opening routines - to start of lesson  
One lesson to another  
Within a lesson  
Large group to small group instruction  
An active experience to a quiet one

The classroom to lunch/recess and back to classroom (childhood)  
To and from special subjects such as physical education (childhood)  
Movement of groups within the instructional area

#### Student Characteristics

Common characteristics of this age level  
Individual differences  
Relationship of students with differing abilities

Popular students-- Isolates  
A student's behavior change under differing conditions  
Students with special needs  
Student motivation

#### Classroom Management

Teacher's behavior, verbal and nonverbal with disruptive student  
Disruptive student's response and response of peers  
Classroom rules

Consequences for different behaviors  
Positive reinforcements  
Alternative ways to handle the same situation

## **FOCUS ON INSTRUCTION**

### Lessons or activities

Plan for instruction  
Introduction of new activities  
Introduction of activities from previous day  
Getting students engaged

Relationship of content to NYS Standards & assessments  
Integration of content areas  
Value of content

### Use of Materials

Type and use of materials/supplies  
Appropriateness of materials

Relationship to learning styles

### Procedures

Amount teacher-directed or student directed  
Instructional grouping patterns – cooperative groups, direct instruction, or independent work.

Work of others when teacher is in small group

### Questioning Techniques

Types of questions asked (recall, inferential, opinion)  
Types of responses made by students

Characteristics of students responding and/or not responding  
Students' discussions  
Students' questions

### Conclusions to activities and evaluation

Students' actions when finished before group  
Lesson closure

Evaluation or follow-up activities  
Evaluation and records of pupil's progress

### Collaboration among teachers

Work together in a team situation  
Working with resource staff

Working with special area staff

## **FOCUS ON INTERACTION**

### Teacher/Student

Teacher's use of voice and nonverbal communication (facial expressions and body gestures) in interactions with pupils

Teacher's handling of children's differences in: academic ability, interests, attention span, time required to complete work, ability to work independently, etc.

### Student/ Student

Respectfulness  
Helpfulness  
Collaboration and cooperation

Responses to other's misbehavior  
Acceptance of differences

## ***Practice Teaching***

### **Lend a Helping Hand**

Once you and your teacher mentor feel comfortable, you should volunteer to help. At first, it may be just to help distribute and collect materials or to answer students questions as they work. Next you will want to try to work with an individual student or a small group of students. These could be students who require additional support or guidance, students who excel and need a little more enrichment, or students who need someone to help structure their learning or behavior. Make sure you understand what your role is with these students and what the teacher's expectations are of you. Do not be afraid to ask.

Make sure you document what you are doing. Set clear goals for each interaction with students, have all of your materials ready and at hand, be prepared for questions, and know how you will respond to uncooperativeness or misbehavior. Over the course of your interaction with the student(s), you should see improvement and growth. It is important for you to reflect on these interactions and document each occurrence in your notebook or journal. Collect documents you or the students produce for your portfolio.

### **Give It a Try! (Model Lessons and Units)**

At some point during your participant observation experience you should be ready to try teaching a lesson or part of a unit. This may be to a small group or to the whole class. That will depend on your teaching abilities and your ability to gain the confidence of the teacher mentor. It may be a lesson of your design, an assignment from your college course, or one of the lessons the teacher mentor was planning to teach. Whatever it is, make sure you are prepared.

Discuss the experience with your teacher mentor and get feedback. Remember you are a beginner and mistakes are understandable. Accept all feedback. After the lesson, reflect on the experience and establish goals for how you would improve the lesson the next time. Prioritize the goals and concentrate on the most important issues. Do not establish too many goals for yourself—concentrate on the two or three important areas. As you prepare to teach another lesson or unit, remember the goals you established.

Keep copies of all documentation: your plans or the teacher's, documents distributed to the students, samples of student work, feedback forms.

### ***Documentation***

It is important that any field experiences be documented. The documentation will not only provide evidence of participation, but will be a valuable resource to you when you start teaching and will help you develop your professional portfolio. Good documentation consists of maintaining an ongoing plan book, keeping all sources and

evidence of feedback from the teacher mentor, maintaining a journal and consistently reflecting, self assessing and establishing personal goals based on your reflections.

## **Plan Book**

Even before you are ready to teach a lesson you should be keeping a plan book. You should always know before you enter the school what you wish to accomplish that day and how you hope to go about it. This includes observations as well as activities. The day's plan may be altered by the teacher mentor, a university liaison, changes in schedule, or a million other factors that influence what happens in schools on a daily basis. Nevertheless, without a focus you will drift through the day. If a change in plans does occur, note it in the plan book and figure out when you will accomplish your goals at a future date. At a minimum, the plan in your plan book should include the time and goals for the activity, materials you will need, and how you will determine its success.

Your plan book should also include the classes or teacher's schedule and any other pertinent information that impacts your activity on site.

Your plan book is like an organizer—it tells you in small tidbits what's happening when—it does not suffice for a formal lesson or unit plan. Teachers have taught for years and many have their lessons organized in their heads. You are a novice and do not have the experience to do that. You must have formal plans for any lesson you teach – including work with an individual student (if the teacher is not specifically directing your interactions). Your formal plan should include all required components of good instructional planning. It is a good idea to continue to write your lesson plans even when you become experienced enough to “have them in your head.”

## **Teacher Mentor Feedback**

Promote and encourage discussions with the teacher mentor and others in the school as much as possible. Remember, you are in this environment to learn. Ask your teacher mentor for feedback on everything you do. Ask him/her why s/he does things a certain way; try to get insight into the decisions s/he makes.

Your teacher mentor will also be asked by the university to provide feedback to the university on your activities and your knowledge of subject matter and pedagogy. Each teacher mentor will be asked to complete the “Participant Observer Evaluation Form” at the end of your experience. The form is based on the *Framework for Teaching* rubric used by the university to evaluate student teachers.

The teacher mentor should feel free to share any additional thoughts in writing both with the university and with you. We encourage participant observers to ask teacher mentors for letters of reference before they leave the school site.

## Journal

Each day in your journal you should summarize your activities, reflect on your experiences, and analyze your experiences using the “*Participant Observer Reflection Summary Form*” found in the appendix. The summary form is based on the Framework for Teaching and will help you identify successful practices within the classroom setting. These elements will be used to evaluate your student teaching and will form the basis for your evaluation as a participant observer.

## Reflection, Self Assessment and Goal Setting

At multiple periods during the course of your participant observation experience you are encouraged to reflect on your performance and knowledge. Be honest with yourself and identify the specific areas on which you need to focus for improvement. Document these reflections in your journal. We also suggest you take the information you have gathered and use the “*Participant Observer Reflection Summary Form*” to guide your thinking.

About half way through your experience, prior to the teacher mentor evaluation, **use the “*Participant Observer Evaluation Form*” to self assesses**. Again, be honest and use your own feedback to establish goals and areas of improvement before your final evaluation.

## Professional Portfolios

The minute you set foot in a classroom you should begin developing a professional portfolio. Your portfolio reflects your work as a prospective teacher. Everyone organizes his/her portfolio differently, but at a minimum it should include the following items:

- Your resume (will change over time)
- Your philosophy of education (will change over time)
- Model instructional plans (lesson and unit)
- Samples, copies or photos of student work related to instructional plans you implemented
- Other documentation related to your work in schools
- Evaluations by teacher mentors and university personnel
- Letters of reference

You will need some of this information when you apply for student teaching. You will also need the portfolio (although it will change as your experiences change and competencies improve) when you apply for a teaching position.

New York State requires all newly certified teachers to produce portfolios as part of the school district’s evaluation program. Your experience in creating and maintaining a portfolio at this time will help you prepare for your responsibilities as a new teacher.

## APPENDIX: FORMS AND DOCUMENTS

## **APPENDIX: FORMS AND DOCUMENTS**

**Teacher Candidate Contract**

**Application for Participant Observation**

**Application for Participant Observation (Request for Special Placement)**

**Pilot Application**

**Sign-In Sheet for Participant Observer**

**Participant Observer Evaluation Forms - Form A & B**

**Participant Observer Evaluation Form – Science Education**

**Participant Observer Reflection Summary Form**

**ADELPHI UNIVERSITY  
SCHOOL OF EDUCATION  
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS  
Harvey Hall, Room 111**

***Participant Observer Contract***

*It is imperative that all teacher candidates understand the information contained in the Participant Observers Handbook and agree to adhere to both the New York State and Adelphi codes of conduct. You are responsible to sign and return a copy of the "Participant Observer Contract" to the Office of School and Community Partnerships **one semester prior to all field work experiences**. You may be removed from a placement if this contract is not returned.*

*Please type or print:*

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Present Address: \_\_\_\_\_

Town: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ email: \_\_\_\_\_

Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Certification Area: \_\_\_\_\_

I have read and understand the **Participant Observer Handbook**.

I understand I must file for field placement one semester before I require the placement.  
I understand that if this is not done I may not be placed in a timely fashion.

I have read and understand the **New York State and Adelphi University Codes of Conduct** and agree to uphold the described appropriate behaviors.

Name: \_\_\_\_\_ Adelphi ID # \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please submit this form to the Field Placement Adjunct, Room 122 Harvey Hall, School of Education*



**Adelphi University**  
**School of Education**  
**Office of School & Community Partnerships**  
**Participant Observer Field Work Application**

Please fill out **completely** and return by \_\_\_\_\_, to 122 Harvey Hall.

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

(house number and street)

\_\_\_\_\_

(town, state and ZIP)

Phone #: \_\_\_\_\_ Cell #: \_\_\_\_\_

Major: \_\_\_\_\_ Email address: \_\_\_\_\_@adelphi.edu

I have already observed in \_\_\_\_\_ District, at \_\_\_\_\_ School,  
and

\_\_\_\_\_ District, at \_\_\_\_\_ School.

This is my first field experience. \_\_\_\_\_ ✓

**Course # 1**

Course title: \_\_\_\_\_ Course #: \_\_\_\_\_

Professor: \_\_\_\_\_ # hours: \_\_\_\_\_

School level: (Please check level required for course)

✓ \_\_\_\_\_ pre-K K \_\_\_\_\_ elementary \_\_\_\_\_ middle \_\_\_\_\_ high school

**\*If inclusion is required, please check** ✓ \_\_\_\_\_

**Course # 2**

Course title: \_\_\_\_\_ Course #: \_\_\_\_\_

Professor: \_\_\_\_\_ # hours: \_\_\_\_\_

School level: (Please check level required for course)

✓ \_\_\_\_\_ pre-K, K \_\_\_\_\_ elementary \_\_\_\_\_ middle \_\_\_\_\_ high school

**\*If inclusion is required, please check** ✓ \_\_\_\_\_

**Special Circumstances:**

\_\_\_\_\_ no car/do not drive

\_\_\_\_\_ health condition

**\*Teacher candidates/ Participant Observers must have diverse field experiences including at least one placement in a high needs site within our existing partnerships in New York City and/or Nassau/Suffolk county.**

**Adelphi University  
School of Education  
Office of School & Community Partnerships**

**Participant Observer Application (Request for Special Placement)**

(If you have made prior contact with a school district for placement or if a school district has allowed you to be placed there.)

**Please fill out completely and return by \_\_\_\_\_ to 111 Harvey Hall.**

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_  
(house number and street) (town, state and ZIP)

Phone #: \_\_\_\_\_ Cell #: \_\_\_\_\_

Major: \_\_\_\_\_

Email address: \_\_\_\_\_@adelphi.edu OR \_\_\_\_\_

I have already observed in \_\_\_\_\_ District, at \_\_\_\_\_ School,  
and

\_\_\_\_\_ District, at \_\_\_\_\_ School.

This is my first field experience. \_\_\_\_\_

**Course # 1**

Course title: \_\_\_\_\_ Course #: \_\_\_\_\_

Professor: \_\_\_\_\_ # hours: \_\_\_\_\_

School level: (Please check level required for course)  
☒ pre K-K ☐ elementary ☐ middle ☐ high school

**\*If inclusion is required, please check ☒**

**Course # 2**

Course title: \_\_\_\_\_ Course #: \_\_\_\_\_

Professor: \_\_\_\_\_ # hours: \_\_\_\_\_

School level: (Please check level required for course)  
☒ pre-K, K ☐ elementary ☐ middle ☐ high school

**\*If inclusion is required, please check ☒**

***IMPORTANT***

**ALL INFORMATION MUST BE COMPLETE FOR SPECIAL PLACEMENT REQUESTS.**

School district: \_\_\_\_\_ Location: \_\_\_\_\_

School: \_\_\_\_\_

Contact person: \_\_\_\_\_ Position: \_\_\_\_\_

Phone number: \_\_\_\_\_ FAX #: \_\_\_\_\_

**How did you obtain this special placement? (i.e.: substitute in district, TA, graduate, etc.)**

**\*Teacher candidates/ Participant Observers must have diverse field experiences including at least one placement in a high needs site within our existing partnerships in New York City and/or Nassau/Suffolk county.**

**ADELPHI UNIVERSITY  
SCHOOL OF EDUCATION  
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS  
Harvey Hall, Room 111**

***Adelphi Model Program Application***  
**STUDENT INFORMATION FORM**

*Please type or print:*

Date: \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Present Address: \_\_\_\_\_

Town: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ email: \_\_\_\_\_

Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Certification Area: \_\_\_\_\_

\*G.P.A.: \_\_\_\_\_

Sites/Districts of Observation/Participation Prior to Pilot Program:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Coursework requiring field experience completed prior to pilot program:

Title	Course #	Professor	School/District	Grade Level	Course Grade

Coursework requiring field experience to be completed during pilot program:

Title	Course #	Professor	Grade Level	Other Pertinent Information

ADELPHI UNIVERSITY  
SCHOOL OF EDUCATION  
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS  
***Sign In Sheet for Participant Observers***

Observer's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Methods Course (Number & Subject) \_\_\_\_\_ Professor: \_\_\_\_\_

DISTRICT \_\_\_\_\_ SCHOOL \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

DATE Include year	TIME	TOPIC	TEACHER'S INITIALS

Observer's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Principal's/Administrator's Signature: \_\_\_\_\_

**ADELPHI UNIVERSITY  
SCHOOL OF EDUCATION  
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS**

***Participant Observer Evaluation Forms***

**Introduction:**

The Participant Observer Evaluation Forms are based on the document elements of teaching identified in Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching* (ASCD, 1996). Adelphi University has adopted the *Framework for Teaching* as the underlying document upon which all teacher candidates will be assessed.

A more complete explanation of the domains and elements can be found in the book, or in the complete set of feedback rubrics shared with the students as part of their university class work.

**Directions for Use:**

We encourage each teacher candidate to use these forms along with the "Participant Observer Reflection Summary Form" and the complete set of feedback rubrics for self assessment on a regular basis.

The **"Participant Observer Evaluation Form A" must be completed by the teacher mentor for each grade level experience.** If the teacher mentor would like to add additional narrative to the evaluation form, s/he is encouraged to do so.

If the teacher candidate or the teacher mentor have any questions, they are encouraged to contact the course professor (see top of form) or the Office of School Community Partnerships at 877-4086.

**Return the Form to:**

Completed copies of the form should be returned to the teacher candidate's professors and to the Office of School and Community Partnerships. A copy should also be kept for the teacher candidate's personal records and/or professional portfolio.

Adelphi University  
School of Education  
Office of School and Community Partnerships

Dear Teacher Mentor,

Please take a few minutes to complete this form and give us important feedback on the participant observer presently working in your classroom.

*(To be completed by Adelphi Student)*

**NAME (Adelphi Student):** \_\_\_\_\_ **SEMESTER DATE:** \_\_\_\_\_

**ADELPHI COURSE (Title and code):** \_\_\_\_\_

**ADELPHI PROFESSOR'S NAME:** \_\_\_\_\_

DISTRICT \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE FIRST OBSERVATION \_\_\_\_\_ DATE LAST OBSERVATION \_\_\_\_\_

NAME (Mentor Teacher): \_\_\_\_\_

Please check the appropriate box below

Quality of Performance	Distinguished	Proficient	Basic	Unsatisfactory
	(Exemplary)	(Good)	(Rudimentary)	(Unsuitable)
Attendance and Punctuality				
Planning and Preparation				
Professional Appearance				
Appropriate Language and Manner				
Initiative				
Interactions with Children/ Adolescents				

Do you believe this person should continue in the program?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Unsure

Comments: (Optional):

Teacher's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Please return this form to the student or mail to the Office of School and Community Partnerships, Adelphi University at the completion of the student's fieldwork experience.

**ADELPHI UNIVERSITY  
SCHOOL OF EDUCATION  
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS  
PARTICIPANT/OBSERVER EVALUATION FORM B**

Candidate's Name: \_\_\_\_\_ University Supervisor: \_\_\_\_\_  
 District: \_\_\_\_\_ School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
 Course 1: \_\_\_\_\_ Professor: \_\_\_\_\_ Phone # \_\_\_\_\_  
 Course 2: \_\_\_\_\_ Professor: \_\_\_\_\_ Phone # \_\_\_\_\_

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory	No Basis
<b>Planning and Preparation</b>					
Demonstrates knowledge of subject matter					
Demonstrates knowledge of current pedagogy					
Plans with knowledge of students' background, skills, interests					
Develops appropriate lessons incorporating NYS Standards					
Plans activities to support learning goals					
Assessment is inclusive and aligned with learning goals					
Demonstrates knowledge of school & community					
Implements lessons with individuals and small groups					
Implements lessons with larger groups or whole class					
<b>Classroom Environment</b>					
Reflects warmth and caring through interactions					
Is respectful of cultural and developmental differences					
Demonstrates skill in managing student behavior					
Uses physical environment to support learning activities					
<b>Instruction</b>					
Communicates clearly and appropriately in writing					
Communicates clearly and appropriately when speaking					
Incorporates open-ended questions					
Encourages student centered discussion					
Facilitates student participation					
Fosters creative and critical thinking					
Paces and structures lessons appropriately					
Promotes summary & reflection in lesson closure					
Demonstrates flexibility in teaching					
Provides quality feedback in a timely & consistent					
<b>Professionalism</b>					
Reflects willingly and accurately on own teaching abilities					
Presents an appropriate professional appearance					
Is regular in attendance and is punctual					
Follows through on requests and responsibilities					
Maintains positive relationships with others					
Participates in school and community activities					
Displays motivation, initiative, and resourcefulness					
Actively participates with interest and enthusiasm					
<b>Other</b>					

*This evaluation is designed to assist the student and instructor in assessing the observation/participation experience. We appreciate the time and effort expended by the mentor teacher to work with and evaluate this candidate. Please feel free to write any comments you may have on the reverse side of this form.*

Candidate's Signature: \_\_\_\_\_ Supervisor's Signature: \_\_\_\_\_

**ADELPHI UNIVERSITY  
SCHOOL OF EDUCATION  
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS**

***Participant Observer Evaluation Form – Science Education***

**Introduction:**

The **Participant Observer Evaluation Form – Science Education** is an adaptation of the Participant Observer Evaluation Form for science educators. It is based on the dimensions of teaching identified in Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching* (ASCD, 1996). Adelphi University has adopted the *Framework for Teaching* as the underlying document upon which all teacher candidates will be assessed.

A more complete explanation of the domains and elements can be found in the book, or in the complete set of feedback rubrics shared with the students as part of their university class work.

**Directions for Use:**

We encourage each teacher candidate to use this form along with the "Participant Observer Reflection Summary Form" and the complete set of feedback rubrics for self assessment on a regular basis.

The **"Participant Observer Evaluation Form- Science Education" must be completed by the teacher mentor for each grade level experience.** If the teacher mentor would like to add additional narrative to the evaluation form, s/he is encouraged to do so.

If the teacher candidate or the teacher mentor have any questions, they are encouraged to contact the course professor (see top of form) or the Office of School Community Partnerships at 877-4086.

**Return the Form to:**

Completed copies of the form should be returned to the teacher candidate's professors and to the Office of School and Community Partnerships. A copy should also be kept for the teacher candidate's personal records and/or professional portfolio.



**ADELPHI UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS**  
**PARTICIPANT/OBSERVER EVALUATION FORM – Science Education**

Candidate's Name: \_\_\_\_\_ Teacher/Mentor's Name: \_\_\_\_\_  
 District: \_\_\_\_\_ School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
 Course 1: \_\_\_\_\_ Professor: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Course 2: \_\_\_\_\_ Professor: \_\_\_\_\_ Phone: \_\_\_\_\_

CRITERIA	Unsatisfactory	Basic	Proficient	Distinguished	No Basis
<b>Planning and Preparation</b>					
Demonstrates understanding of the nature of science & scientific explanation					
Demonstrates understanding on how to engage students effectively in age-appropriate scientific inquiry					
Plans lessons that relate science to the personal lives, needs and interest of 7-12 students					
Develops appropriate lessons incorporating NYS and National Standards					
Plans activities to support learning goals					
Assessment is inclusive and aligned with Science learning goals					
Demonstrates knowledge of values and needs of the community and their effect on the teaching and learning of science					
Implements science activities with individuals & small groups					
Implements science activities with larger groups or whole class					
<b>Classroom Environment</b>					
Reflects warmth and caring through interactions					
Is respectful of cultural and developmental differences					
Demonstrates skill in managing student behavior					
Use community, human & institutional resources to advance the learning of science in the classroom and field					
<b>Instruction</b>					
Manage the activities & materials of science safely in storage areas, labs and field					
Keep & use living organisms as in the classroom in a safe, ethical & appropriate manner					
Engage 7-12 students effectively in the study of the relationship of science to other human values & endeavors					
Communicates clearly and appropriately in writing					
Communicates clearly and appropriately when speaking					
Incorporates open-ended questions					
Encourages student centered discussion					
Facilitates student participation					
Fosters creative and critical thinking					
Paces and structures lessons appropriately					
Promotes summary & reflection in lesson closure					
Demonstrates flexibility in teaching					
Provides quality feedback in a timely & consistent					

<b>Professionalism</b>					
Reflects willingly and accurately on own teaching abilities					
Capable of using advanced technology to teach students science					
Presents an appropriate professional appearance					
Is regular in attendance and is punctual					
Follows through on requests and responsibilities					
Maintains positive relationships with others					
Participates in school and community activities					
Displays motivation, initiative, and resourcefulness					
Actively participates with interest and enthusiasm					
<b>Other</b>					

*This evaluation is designed to assist the teacher candidate and instructor in assessing the observation/participation experience. We appreciate the time and effort expended by the mentor teacher to work with and evaluate this candidate. Please feel free to write any comments you may have on the reverse side of this form. If you would like to discuss this evaluation with the Adelphi faculty member, please use the contact phone number above.*

**Candidate's Signature:** \_\_\_\_\_

**Teacher/Mentor's Signature:** \_\_\_\_\_

**ADELPHI UNIVERSITY  
SCHOOL OF EDUCATION  
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS**

***Participant Observer Reflection Summary Form***

**Introduction:**

The “Participant Observer Reflection Summary” Form is based on the dimensions of teaching identified in Charlotte Danielson’s book, *Enhancing Professional Practice: A Framework for Teaching* (ASCD, 1996). Adelphi University has adopted the *Framework for Teaching* as the underlying document upon which all teacher candidates will be assessed.

A more complete explanation of the domains and elements can be found in the book, or in the complete set of feedback rubrics shared with the students as part of their university class work. Additional copies of the rubrics are available through the Office of Teaching and Learning, Adelphi University, School of Education.

**Directions for Use:**

As the teacher candidates go through the participant observer experience they should consistently review the *Framework for Teaching* in relationship to what they are seeing and doing in the classroom. The questions contained in the “Participant Observer Reflection Summary Form” will help in that endeavor:

Teacher candidates are encouraged to reflect on their experiences daily during the course of the participant observation experience. The “*Participant Observer Reflection Summary Form*” should be used to guide their thinking and analysis of their observations and activities. At multiple points during the experience (if not daily), teacher candidates should use the information gained on these forms to reflect on their own knowledge and skills. They are encouraged to be honest with themselves and identify specific areas they would like to learn more about and areas they need to focus on for professional improvement. After reflection these major learning points and personal goals should be documented in a journal.

The course professor(s) may ask students to focus on specific domains, elements or questions related to the *Framework for Teaching*, or they may refocus some of the questions in this chart to better meet the needs of a specific course.

**ADELPHI UNIVERSITY**  
**OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS**  
**Participant Observer Reflection Summary Form**  
**Curriculum and Instruction Department**

*Please reflect on the following questions as you work in the school setting. Focus your reflection on only pertinent and applicable questions to your setting and experience, and do not try to answer all of the questions.*

CRITERIA	Observation		
<b>Planning and Preparation</b>			
Demonstrates knowledge of content and pedagogy	Does the teacher have extensive understanding of subject matter and make meaningful connections to other disciplines??  Does the teacher have a comprehensive understanding of pedagogical content knowledge and consistently anticipate student misconceptions?		
Plans with knowledge of students' background, skills, and interests	How has the teacher organized students for instruction? Why?  How does the teacher differentiate for special education students' needs?  How does the teacher differentiate for different learning styles/students of varying abilities?		
Selects appropriate instructional goals	What NYS standards and performance indicators are addressed?  What are the specific learning goals/ objectives?		
Demonstrates knowledge of teaching resources	What academic and human resources does the teacher incorporate into the lesson/unit?		
Designs coherent instruction	How does this lesson fit into a larger unit?  Does the organization of the lesson flow smoothly? How are transitions handled?		
Assesses student learning	How does the teacher monitor whether students are learning during the lesson?  What other assessment strategies are used during/after this lesson?		

<b>CRITERIA</b>			
<b>Classroom Environment</b>			
Creates an environment of respect and rapport	<p>Is there an environment of respect and rapport in the classroom? How do you know?</p> <p>Describe teacher/student, student/teacher, and student/ student interactions.</p> <p>How is students' cultural diversity addressed or honored?</p>		
Establishes high expectations	<p>How does the teacher convey high expectations of all students and promote the love of learning and sense of inquiry?</p> <p>How does the teacher promote students' pride in their work?</p>		
Manages classroom procedures	<p>Does the classroom have established procedures that facilitate the distribution of materials, and students' activity/movement? What are they?</p> <p>Do the students understand the procedures or does the teacher repeat them before each activity?</p> <p>How are materials distributed or collected? What are students doing during this time?</p>		
Manages student behavior	<p>How are behavior expectations conveyed to the students in the class?</p> <p>What are the consequences of misbehavior/not adhering to the expectations?</p>		
Uses physical environment to support student learning	<p>How is the classroom organized? Why?</p> <p>Is it safe? Does it facilitate learning and promote student time on task?</p> <p>Does the organization change based on the classroom activity?</p>		

<b>CRITERIA</b>			
<b>Instruction</b>			
Communicates clearly and accurately	<p>Does the teacher use proper English both verbally and in writing?</p> <p>Do the students understand the directions of the lesson/activity?</p> <p>Does the teacher convey information accurately and in a manner that promotes student understanding?</p>		
Uses high level, open ended questions	<p>Do the questions asked promote higher order thinking? Are there multiple answers that the students need to evaluate?</p> <p>Are students actively involved in discussing the information, asking additional questions/sharing additional information?</p>		
Engages students in learning	<p>What do the students do during the lesson? How are they involved?</p> <p>Are learning opportunities varied?</p> <p>Does the lesson flow smoothly, or is there some "down time" during transitions?</p>		
<p>Paces instruction and provides closure</p> <hr/> <p>Provides feedback to students</p>	<p>What is the length of the lesson/? Is it appropriate for the student population?</p> <p>Are there a variety of activities within the lesson that allow for movement, as well as seatwork?</p> <p>How does the teacher work with students to summarize the learning?</p> <p>Are the students given feedback on their work during/after the learning opportunity?</p> <p>What kind of feedback is given? When?</p> <p>Is the feedback specific and constructive? Explain.</p>		
Demonstrates flexibility and responsiveness	<p>How does the teacher monitor student understanding during the learning opportunity?</p> <p>How does the teacher adjust the instructional plan, instructional strategies, assessments or learning goals during the lesson to meet student needs?</p>		

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CRITERIA			
<b>Professional Responsibility</b>			
Reflects on teaching	How does the teacher evaluate the success of the learning opportunities for a given day/unit/project? How does s/he use this information to plan for future instruction?		
Reflects on student achievement	Does the teacher reflect on how his/her performance affects student achievement and how to use that information to improve instruction?		
Provides evidence of student achievement	Does the teacher provide a wide range of quality evidence of student achievement and use information to improve performance?		
Accepts constructive feedback	How does the teacher respond to suggestions from colleagues?  How does the teacher attempt to work cooperatively with others in school? Does the teacher ask for input from others and incorporate information to improve instruction?		
Exhibits professional demeanor	Is teacher a role model for students and peers with regard to dress, language etc.?		
Exhibits professional responsibility	Is teacher a role model of professional responsibility in attendance, punctuality, confidentiality, and relationships with colleagues?		
Works cooperatively with other professionals	Does the teacher build collaborative relationships with colleagues and make contributions to school activities?		

## **FINAL THOUGHTS**

In a completely rational society,  
the best of us would be teachers and  
the rest of us would have to settle for something less,  
because passing civilization along  
from one generation to the next  
ought to be the highest honor and  
the highest responsibility anyone could have.

**Lee Iacocca**